

# Competency Evaluation Tool for ***Task I: Communication and Cultural Competence***



After successfully completing this task the WNA candidate will be able to --

- Communicate clearly, effectively, and appropriately to individuals from diverse cultural backgrounds.
- Welcome WIC participants and potential participants, responding appropriately to their needs.
- Demonstrate effective customer service skills.
- Respectfully resolve difficult situations, with WIC participants and other WIC staff.

## List of Competency Evaluations for *Task I: Communication & Cultural Competence*

**Candidate's Name:** \_\_\_\_\_

Competency Evaluation Method	* Participant Category	Page	Reviewer's Initials	Date Completed Review
<b>Quiz:</b>	<b>All Categories.....</b>	<b>1</b>	_____	_____
<b>Interview:</b>	<b>All Categories.....</b>	<b>4</b>	_____	_____
<b>Observation:</b>	<b>All Categories.....</b>	<b>14</b>	_____	_____

\* Participant categories for each evaluation method are identified at the bottom of each page with one of the following icons.  
 🌐[ALL; 🤰[PG] pregnant women; ❤️[PP] post-partum women who are breastfeeding or formula feeding; 😊[IN] infants; 🙋[CH] Children

**Name & Title of Reviewer(s):**

*(Please Print)*

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(mail completed to the state WIC Branch)

## Task I: Communication and Cultural Competence

QUIZ: All Categories	Outcome/Notes
<p>1. There are two types of customers, internal and external. Give an example of an internal customer and an external customer.</p> <p>Internal: _____</p> <p>External: _____</p>	<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete
<p>2. List five things you can do to make a customer feel comfortable:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete

## Task I: Communication and Cultural Competence

QUIZ: All Categories	Outcome/Notes
3. Restate each phrase to be more helpful to a customer:	<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete
a. "That's not our policy" _____ _____ _____	<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete
b. "Hold" (when on the phone) _____ _____	<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete
c. "You'll have to talk to the dietitian." _____ _____	<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete
4. Describe how to handle interruptions from other staff politely.	<input type="checkbox"/> Incomplete <input type="checkbox"/> Complete

## Task I: Communication and Cultural Competence

QUIZ: All Categories	Outcome/Notes
<p>5. What are some behaviors that could be seen as violating a person's civil rights at WIC? List three:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Incomplete</span> <span><input type="checkbox"/> Complete</span> </div>
<p>6. Give three examples of sexual harassment:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Incomplete</span> <span><input type="checkbox"/> Complete</span> </div>
<p>7. Which of the items below can be part of a culture? Check (✓) all the correct answers:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Language or dialect  <input type="checkbox"/> Roles of women and men  <input type="checkbox"/> Money/class background  <input type="checkbox"/> Religious/spiritual practices         </div> <div style="width: 50%;"> <input type="checkbox"/> Foods  <input type="checkbox"/> Common beliefs  <input type="checkbox"/> Ethnic background  <input type="checkbox"/> Usual educational level         </div> </div>	<div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> Incomplete</span> <span><input type="checkbox"/> Complete</span> </div>
<p><b>QUIZ: All Categories</b> <b>COMPLETED</b></p>	

## Task I: Communication and Cultural Competence

<b>INTERVIEW: All Categories</b> <i>(Interview may also be taken as a quiz)</i> <i>Reviewer asks the candidate:</i>	<b>Outcome/Notes</b>
1. State five types of behaviors that can damage a team? <hr/> <hr/> <hr/> <hr/> <hr/>	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
2. How could you restate each of these examples to improve communication?	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
a. "Do you understand that I need some help right now?"	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
b. "We are way behind in our work; where were you anyway?"	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
c. "You were rude to that participant just now!"	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
d. "You always think you know everything!"	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>

## Task I: Communication and Cultural Competence

<b>INTERVIEW: All Categories</b> <i>(Interview may also be taken as a quiz)</i> <i>Reviewer asks the candidate:</i>	<b>Outcome/Notes</b>
<p>3. Think of a situation at work when a communication problem or disagreement between staff members was handled well.</p> <ul style="list-style-type: none"> <li>Without saying names – what happened, and why did it work well?</li> </ul>	<div> <input type="checkbox"/> Incomplete           <input type="checkbox"/> Complete         </div>

## Task I: Communication and Cultural Competence

<b>INTERVIEW: All Categories</b> <i>(Interview may also be taken as a quiz)</i> <i>Reviewer asks the candidate:</i>	<b>Outcome/Notes</b>
<p>4. Case study:</p> <ul style="list-style-type: none"> <li>Your co-worker, Annabelle, has been on the phone for 10 minutes on a personal call.</li> <li>Lately, Annabelle has been having a lot of these long phone calls during working hours.</li> <li>You're getting very busy at the front desk and you need Annabelle's help.</li> <li>Annabelle has not looked up from her phone to see what is happening at the front desk.</li> <li>You feel that you are doing more than your share of the work.</li> </ul>	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
<p>a. How would you handle this situation?</p>	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
<p>b. How does Annabelle's behavior hurt your ability to:</p> <ul style="list-style-type: none"> <li>Work as a team?</li> </ul>	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
<ul style="list-style-type: none"> <li>Give good customer service?</li> </ul>	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>



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<b>INTERVIEW: All Categories</b> <i>(Interview may also be taken as a quiz)</i> <i>Reviewer asks the candidate:</i>	<b>Outcome/Notes</b>
5. Case study: <ul style="list-style-type: none"> <li>A 27-year-old woman participant comes in with a one-week-old infant.</li> <li>She seems uncomfortable and very protective of the baby.</li> </ul>	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
a. How would you handle this situation, and why?	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
b. How can cultural factors affect the way a participant feels about <ul style="list-style-type: none"> <li>Touching an infant?</li> </ul>	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
<ul style="list-style-type: none"> <li>Breastfeeding?</li> </ul>	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>

## Task I: Communication and Cultural Competence

<b>INTERVIEW: All Categories</b> <i>(Interview may also be taken as a quiz)</i> <i>Reviewer asks the candidate:</i>	<b>Outcome/Notes</b>
<p>6. Case study:</p> <ul style="list-style-type: none"> <li>• A 15-year-old pregnant participant comes in.</li> <li>• She is very quiet and shy.</li> <li>• This is her third pregnancy, but it will be her first baby.</li> <li>• She has trouble answering your questions about her pregnancy.</li> </ul>	<div> <input type="checkbox"/> Incomplete           <input type="checkbox"/> Complete         </div>
<p>a. How would you handle this situation, and why?</p>	<div> <input type="checkbox"/> Incomplete           <input type="checkbox"/> Complete         </div>
<p>b. How can cultural factors affect the way a participant feels about:</p> <ul style="list-style-type: none"> <li>• Revealing personal information?</li> </ul>	<div> <input type="checkbox"/> Incomplete           <input type="checkbox"/> Complete         </div>
<ul style="list-style-type: none"> <li>• Teenage pregnancy?</li> </ul>	<div> <input type="checkbox"/> Incomplete           <input type="checkbox"/> Complete         </div>

## Task I: Communication and Cultural Competence

<b>INTERVIEW: All Categories</b> <i>(Interview may also be taken as a quiz)</i> <i>Reviewer asks the candidate:</i>	<b>Outcome/Notes</b>
<p>7. Case study:</p> <ul style="list-style-type: none"> <li>• A participant comes in with her husband.</li> <li>• She says she wants her husband to come with her for her appointment.</li> <li>• After a few minutes, you notice that she is not talking very much.</li> <li>• Her husband is answering questions for her and she seems to look to him for approval.</li> </ul>	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
<p>a. How would you handle this situation, and why?</p>	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
<p>b. How can cultural factors affect the way a participant feels about:</p> <ul style="list-style-type: none"> <li>• The role of the male in the family?</li> </ul>	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
<ul style="list-style-type: none"> <li>• The role of the female in the family?</li> </ul>	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>

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<b>INTERVIEW: All Categories</b> <i>(Interview may also be taken as a quiz)</i> <i>Reviewer asks the candidate:</i>	<b>Outcome/Notes</b>
8. Give examples of the messages you might get about a participant who is:	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
a. Nodding her head	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
b. Crossing arms tightly in front of her chest	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
c. Speaking in a very quiet tone of voice	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
d. Wearing dirty and ripped clothing	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>

## Task I: Communication and Cultural Competence

<b>INTERVIEW: All Categories</b> <i>(Interview may also be taken as a quiz)</i> <i>Reviewer asks the candidate:</i>	<b>Outcome/Notes</b>
9. How might people from two different cultures feel about the following issues?	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
a. Touching and personal space	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
b. Eye contact	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
c. Smiling	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>

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<b>INTERVIEW: All Categories</b> <i>(Interview may also be taken as a quiz)</i> <i>Reviewer asks the candidate:</i>	<b>Outcome/Notes</b>
10. How would you respond to each of the following situations?	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
a. An angry, unpleasant participant comes in for her appointment on the wrong day.	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>
b. A participant comes in to recertify her child but has left her child at home.	<input type="checkbox"/> Incomplete <span style="float: right;"><input type="checkbox"/> Complete</span>

## Task I: Communication and Cultural Competence

<b>INTERVIEW: All Categories</b> <i>(Interview may also be taken as a quiz)</i> <i>Reviewer asks the candidate:</i>	<b>Outcome/Notes</b>
10. (continued) How would you respond to each of the following situations?	<div> <input type="checkbox"/> Incomplete           <input type="checkbox"/> Complete         </div>
c. A participant becomes very upset because she does not have the proof of address or income that is needed for recertification.	<div> <input type="checkbox"/> Incomplete           <input type="checkbox"/> Complete         </div>
<b>INTERVIEW: All Categories</b> <b>COMPLETED</b>	

## Task I: Communication and Cultural Competence

OBSERVATIONS	Observation 1	Observation 2	NOTES
For each observation, designate <b>Outcome:</b> ✓=complete    0=incomplete	✓=complete 0=incomplete	✓=complete 0=incomplete	
<b>All Categories</b> (select any participant category for each observation) - Reviewer observes that the candidate:			
1. Greets the participant in a friendly manner and introduces herself/himself if necessary.			
2. Determines the participant's ability to understand the language being spoken and handles or refers the participant accordingly.			
3. As required, knows and understands the participant's customs that may affect her or his ability to communicate.			
4. Handles participant questions and/or concerns politely, quickly and effectively.			
5. Handles unhappy participants effectively.			
6. Assists efficiently more than one participant whenever necessary.			
7. Identifies the type or the purpose of each participant visit efficiently and refers the participant accordingly.			
8. When necessary, asks supervisor for help.			
9. As needed, provides the participant with referrals.			
10. Is sensitive to cultural differences.			